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A "new breed" of teacher is needed to meet urban school requirements developing as a result of the increased numbers of culturally and educationally disadvantaged children. One program instituted to train teachers for this role is described. The program is open to graduates of liberal arts and teacher preparation programs who feel they have the personality attributes and motivation required. Graduate academic study at Syracuse University is combined with a paid internship experience in the Syracuse Public School system. Many resources and facilities are provided the trainee. Photographic illustrations show some of the projects and personnel. Tuition and fees are $1,800; interns are able to earn up to $2,450.

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Urban Teacher Preparation Program

An intern program for Graduates of
Liberal Arts and Teacher Preparation Programs
interested in urban teaching
leading to the Master of Arts Degree
and Teacher Certification

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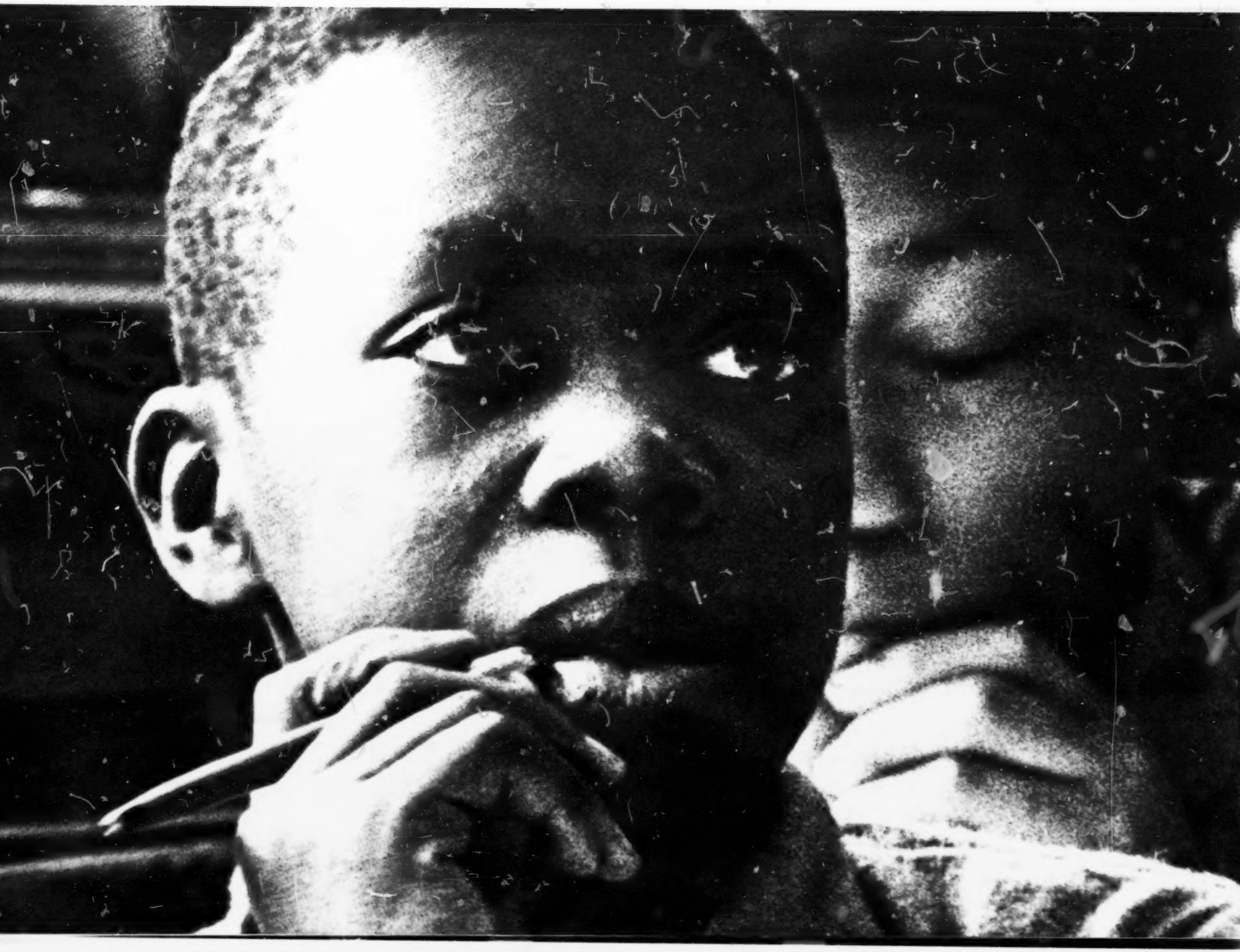


Background

Population movements and trends in the United States point toward an increasing concentration of people in expanding metropolitan areas. As these urban centers grow, there will be an accompanying expansion of slum areas, in terms both of size and numbers of people. These "grey" areas are characterized by poor housing congestion and high crime rates. People living in hard core "inner" cities often lack skills for economic self-sufficiency and mobility.

Such conditions create serious problems for the public schools located in these areas. Disadvantaged children and youth develop negative, apathetic attitudes toward education. Motivation toward school success is poor; academic achievement is low; and the number of failures and dropouts is high. Moods of alienation, apathy and aggression thrive in this atmosphere of poverty and discrimination.

It is estimated that by 1970, one out of every two children in metropolitan areas will be classified as culturally and educationally disadvantaged. Furthermore, as minority groups achieve their goals in fields of human rights and desegregation of public facilities, classroom teachers in urban schools must be prepared to educate children and youth from all walks of life — the disadvantaged as well as the privileged, and a mixture of ethnic and racial groups. Problems of integrating all of these elements and personalities in effective teaching-learning situations will require a "New Breed" of teachers, who are accepting and flexible, sensitive to the needs and aspirations of the young, motivated by the potential contributions to the good of society as well as the tremendous challenges confronting the urban teacher.

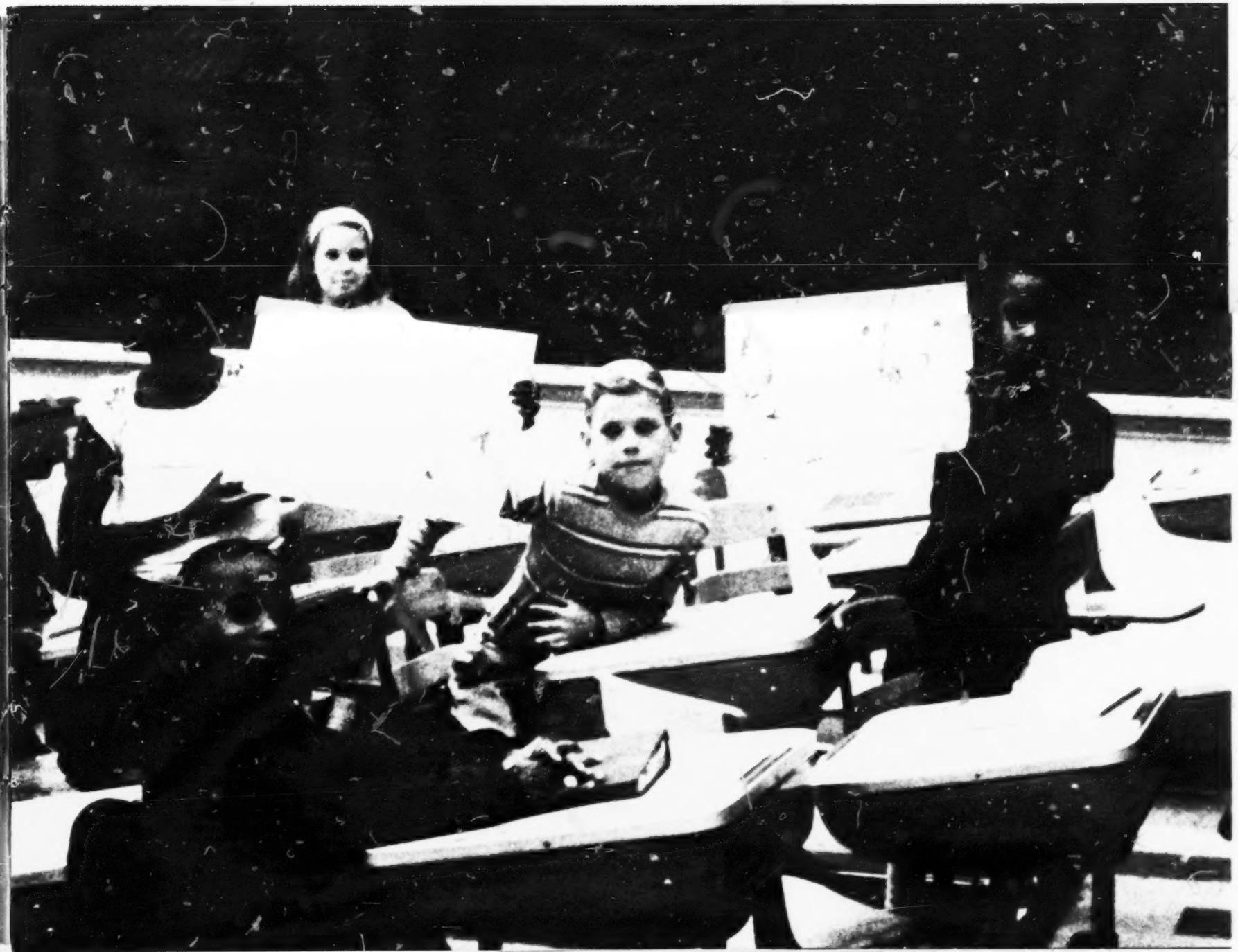
A New Program

In the belief that urban teachers require special understandings and skills, Syracuse University and the Syracuse Public School System have joined forces to institute the cooperative Urban Teacher Preparation Program, made possible through a grant from the Ford Foundation. The Program is open to graduates of Liberal Arts and Teacher Preparation Programs who feel they have the personality attributes and motivation required for teaching in urban schools.

The Urban Teacher Preparation Program combines graduate academic study at Syracuse University with a paid internship experience in the Syracuse Public School System. All aspects of the Program, including supervision during the internship, will be closely integrated and coordinated by University and Public School personnel.

Completion of the following requirements will lead to a Master's degree from Syracuse University and the appropriate teaching certificate:

1. Completion of the required academic program and internship experience.
2. Maintain a "B" grade average.
3. Successfully complete Comprehensive and Intensive examinations given at the end of the Program.



ıique Features

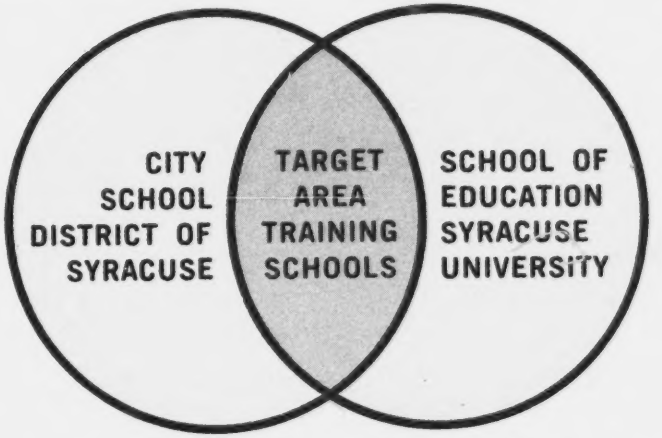
The Urban Intern will find the program patterned after the model of a medical doctor's internship.

The teacher intern will work in a laboratory school under the guidance of "clinical instructors" from both the University and the Target Area Schools.

Syracuse has been a leader in seeking ways for improving the education of the disadvantaged. The Madison Area Project was an experimental demonstration project aimed at improving the learning potential of children in the "inner city" of Syracuse. It was based on the principal that teaching methods and materials are designed primarily for middle-class children and must be adapted to serve the needs of a more heterogeneous population.

A task force of specialists in teaching methods, psychology, social work, community relations, vocational guidance, and teachers has been working to give each child skills and values which will make him a contributing member of society.

Tutoring, extra teachers, special student groupings, team teaching, increased guidance and other services are aimed at removing the obstacles to learning.



The interlocking rings above illustrate the close working partnership between the University and Public Schools. This relationship has been continued under the Urban Teacher Preparation Program to provide interns with a realistic synthesis of theory and practice.

The Madison Area Project has been expanded and absorbed into the Crusade for Opportunity. The Crusade for Opportunity has received a federal grant for developing Juvenile Delinquency Prevention Programs through community mobilization. The serv-

ices previously available in the three schools associated with the Madison Area Project have been extended to eight schools in the Syracuse Public School System.

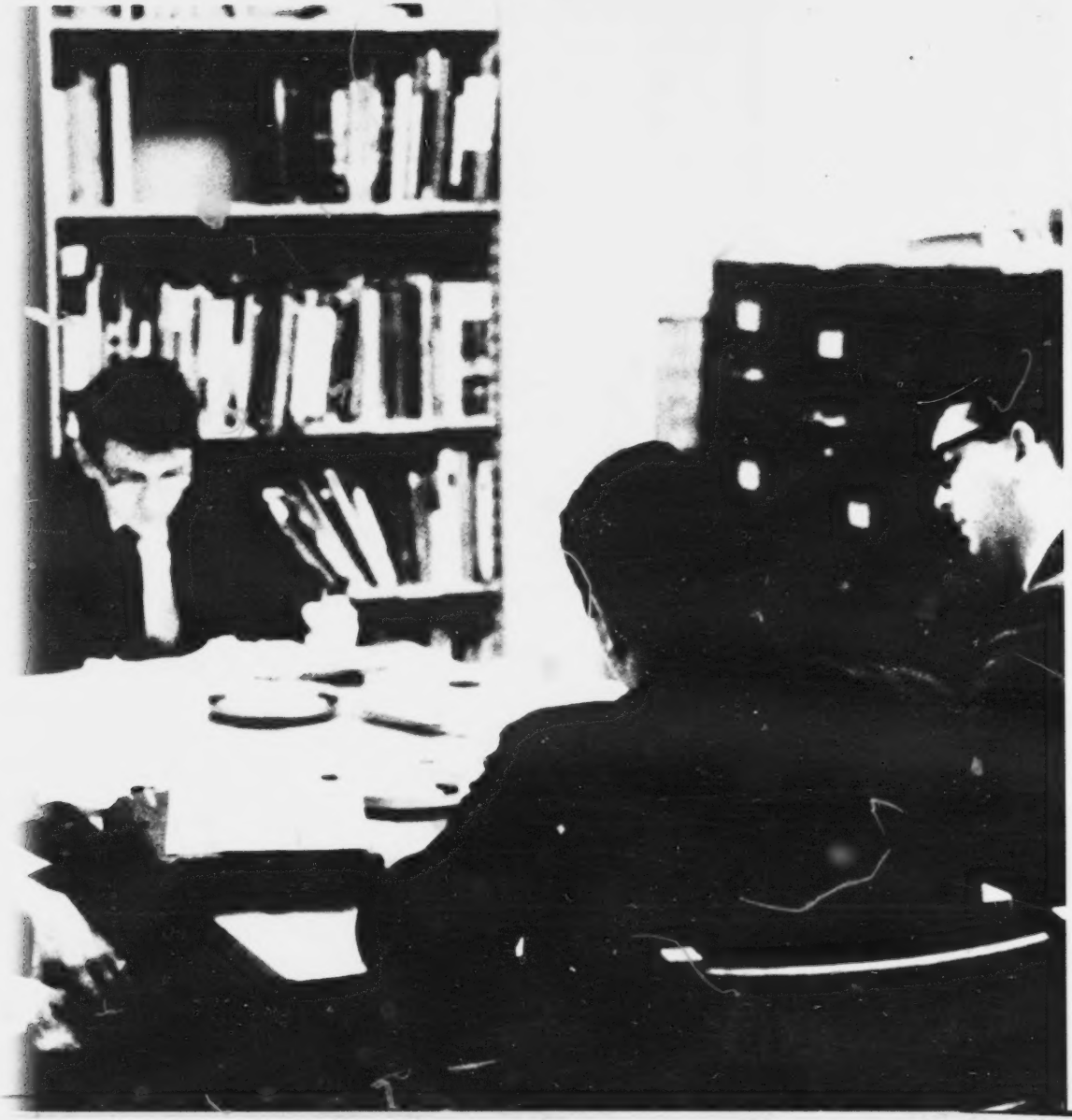
LABORATORY SCHOOLS The target schools of the Crusade for Opportunity will be utilized to provide a living laboratory for the intern to relate the educational theory to actual classroom practice. The intern will have the opportunity to work with teachers and specialists who deal with culturally disadvantaged children daily.

TEAM PLANNING The intern will be, in some cases, a member of a planning team with the opportunity to learn with teachers in his subject field. Each planning team is composed of teachers and an instructional coordinator. In those schools with teams some time during the week is alloted for the team to plan specific curriculum practices and experiences for pupils under the direction of the instructional coordinator.

The intern will be assigned a classroom and, as a member of the planning team, he will carry on the activities and methods formulated in the planning meetings. As a team member, the intern will be expected to contribute to the team's work and efforts.

RESOURCES The working partnership between the Syracuse Public Schools and Syracuse University provides the trainee with many resources and facilities. In addition to the services and specialists of the school system, University resources, such as the Youth Development Center, the School of Social Work, the School of Education with its Reading Center and Arithmetic Studies Center, the Psychology Department and Psychological Research Center, and the University library are available to the Urban Teacher Preparation Program.

Team planning



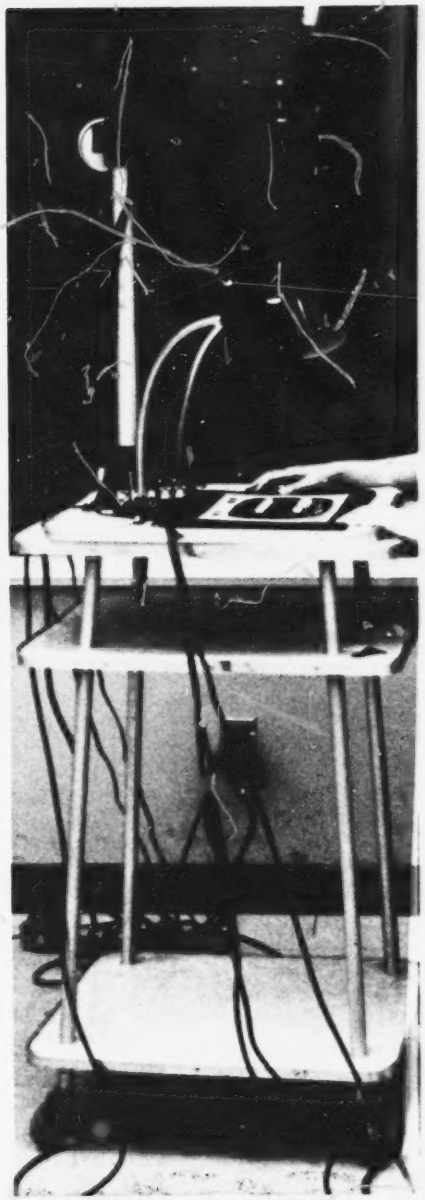
TOP: Interns are involved with team planning

BOTTOM: Dr. Fritz Redl addresses the group on discipline

Use of videotaping for teaching analysis

Pupils in the summer demonstration school working on art projects

Intern becoming acquainted with audio-visual techniques



Program Phases

The Urban Teacher Preparation Program consists of four interrelated phases:

1. Orientation Phase – First Summer Session

The initial summer training program will be six weeks in duration, and will provide the interns with immediate experiences with the urban youngsters of various backgrounds through participation in a Summer Demonstration School Program.

During the morning school hours, the trainees will observe and teach with teams of teachers in providing a variety of individual or group activities for the pupils. In the afternoon, the trainees will attend the program seminar in Urban Teaching as well as plan and prepare the instructional materials needed for their work with children.

The afternoon seminar will be devoted primarily to such areas as classroom control, methods of lesson planning, including the formulation of objectives and developing means of making contact, and the procedures for unit development. Different techniques such as inductive and deductive lessons will be demonstrated. There will also be a development of some insights into the sociological and psychological backgrounds of the school children.

2. Residence Phase

The schedules of each trainee during the academic school year will be extremely flexible. The exact amount of time to be spent teaching in the school and in the academic phases at the University will vary from person to person, according to the needs of the school system and the needs of the individual trainee.

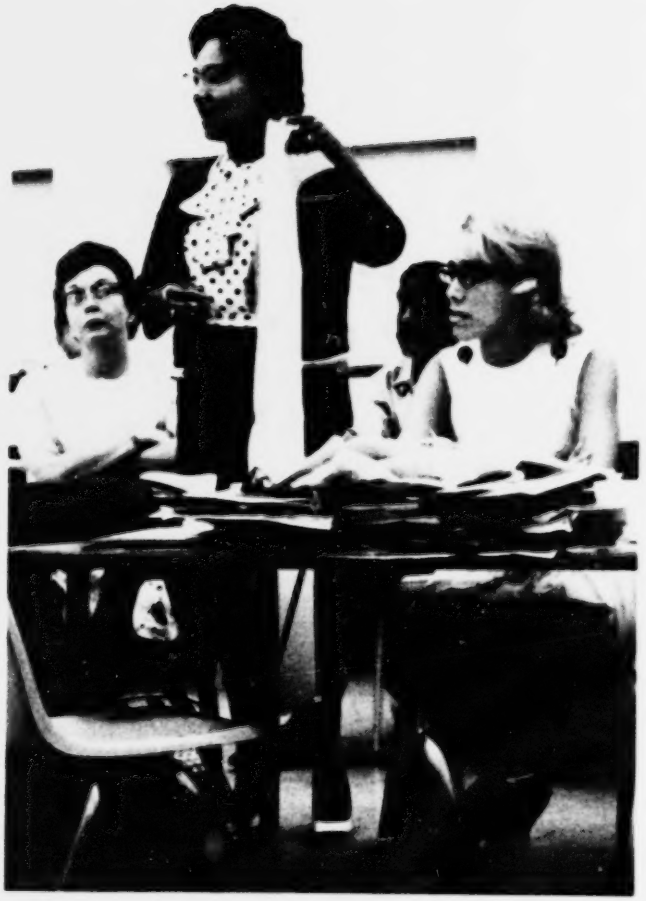
The intern will have a wide variety of school experiences. His contacts with the guidance counselors, school psychologist, social worker, curriculum specialist and administrator will help him learn first hand how each school worker contributes to a total school attack on the problems of children in urban schools. Guidance and supervision will be provided by both Public School and University staff members in order to help interns deal effectively with teaching problems, evaluate pupil progress, prepare instructional materials, and plan learning experiences for children.

The academic courses of study will vary according to whether the intern is in the elementary or secondary level. All students will take a special course in the teaching of reading and a special methods course in their major teaching area. There will be seminars in which the areas of sociology, anthropology, social and educational psychology are integrated. The Urban Teaching seminar, started during the summer orientation session, will be continued throughout the year and required for all trainees.

3. Individualized Phase—Second Summer Session

There are no specific group requirements for this final phase of the Program. Rather, each trainee's program will be individually planned to meet specific needs or build additional strengths as indicated by the careful, cumulative records of the trainee's preceding experiences in the Program.

The Program Seminar will continue during this Summer Session, providing a continuous, unifying experience for the entire program.



Expenses and Requirements

FINANCIAL EXPENSES AND AID: The tuition and fees for the program are about $1,800.00. Payment is distributed over the length of the program. The average cost of board and room for the two summers and the academic year depend on the individual student. Private rooms are available and apartments range from $60.00 and up per month.

Each intern may earn up to $2,450.00 as a salary. The interns will be paid by the Syracuse School District according to the actual time spent teaching. Since the Program is individualized, it is apparent that some will spend more time in actual teaching than will others. Candidates from New York State are eligible for New York State Incentive Awards ranging from $200.00 to $800.00 yearly, depending on need. Also there are NDEA loans which are granted according to need. Under the provisions of NDEA, those who teach for five years are required to repay only half of the amount borrowed.

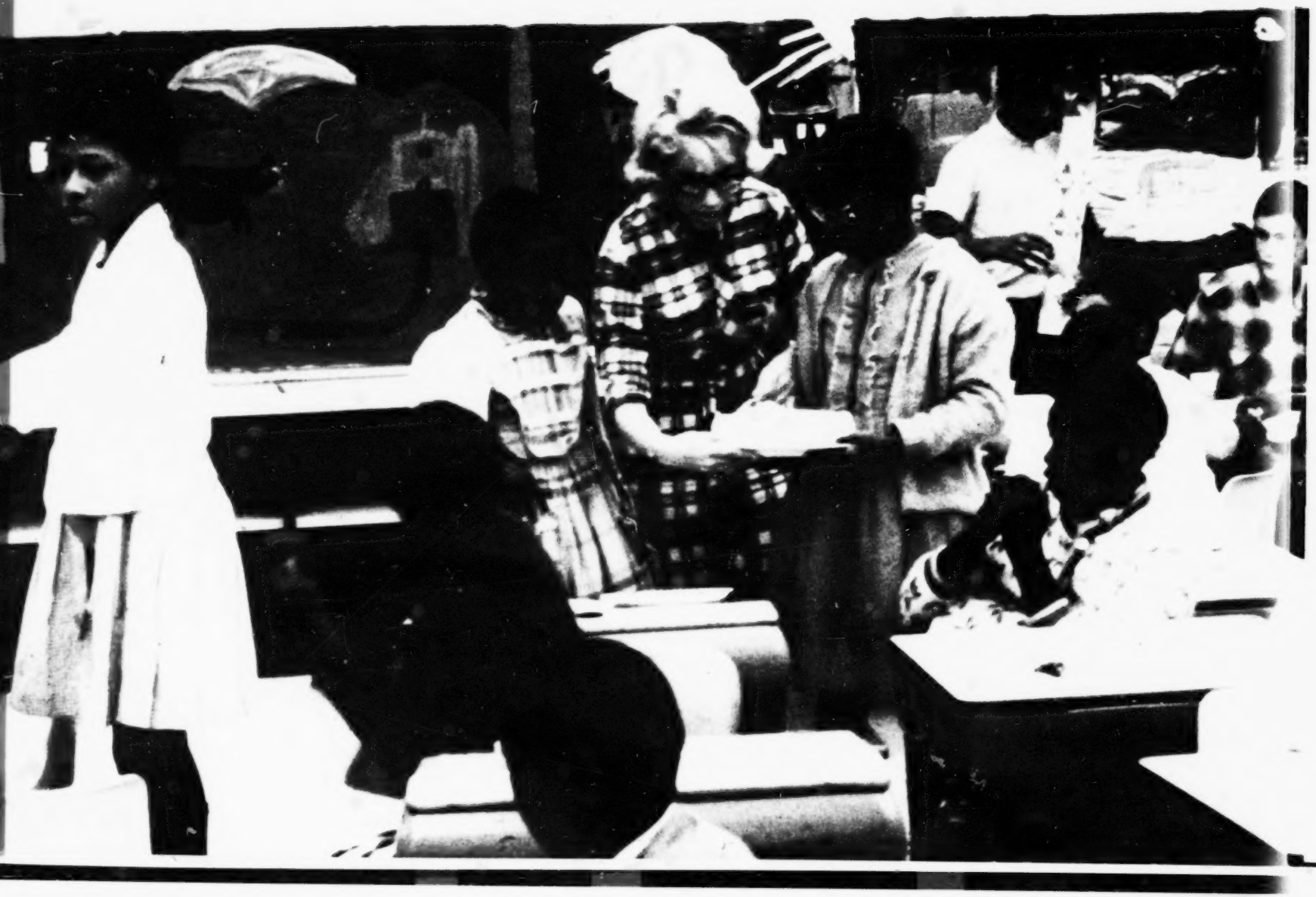
REQUIREMENTS AND PROCEDURES FOR APPLICATION All applicants must be graduates of an accredited college or university.

Applicants will be required to:

1. Take the Miller's Analogy test. Request the testing center to send the results to the Urban Teacher Preparation Program office.
2. Forward two transcripts of all college work completed.
3. Provide two written references from professors or people familiar with the applicant's character and written work.
4. Complete an application form.
5. When an applicant's folder is complete, he is required to visit the Urban Teacher Preparation Program office for assessment and a personal interview. The Program will cover part of the expenses involved for out-of-town applicants by providing meals and housing during the applicant's stay in Syracuse.

For application forms and further information, write to:

Dr. Ernest J. Milner, Director
Urban Teacher Preparation Program
305 Comstock Ave.
Syracuse, N. Y.



Program Directors

Dr. Milner
Director

Mr. Salmon
Associate Director Personnel

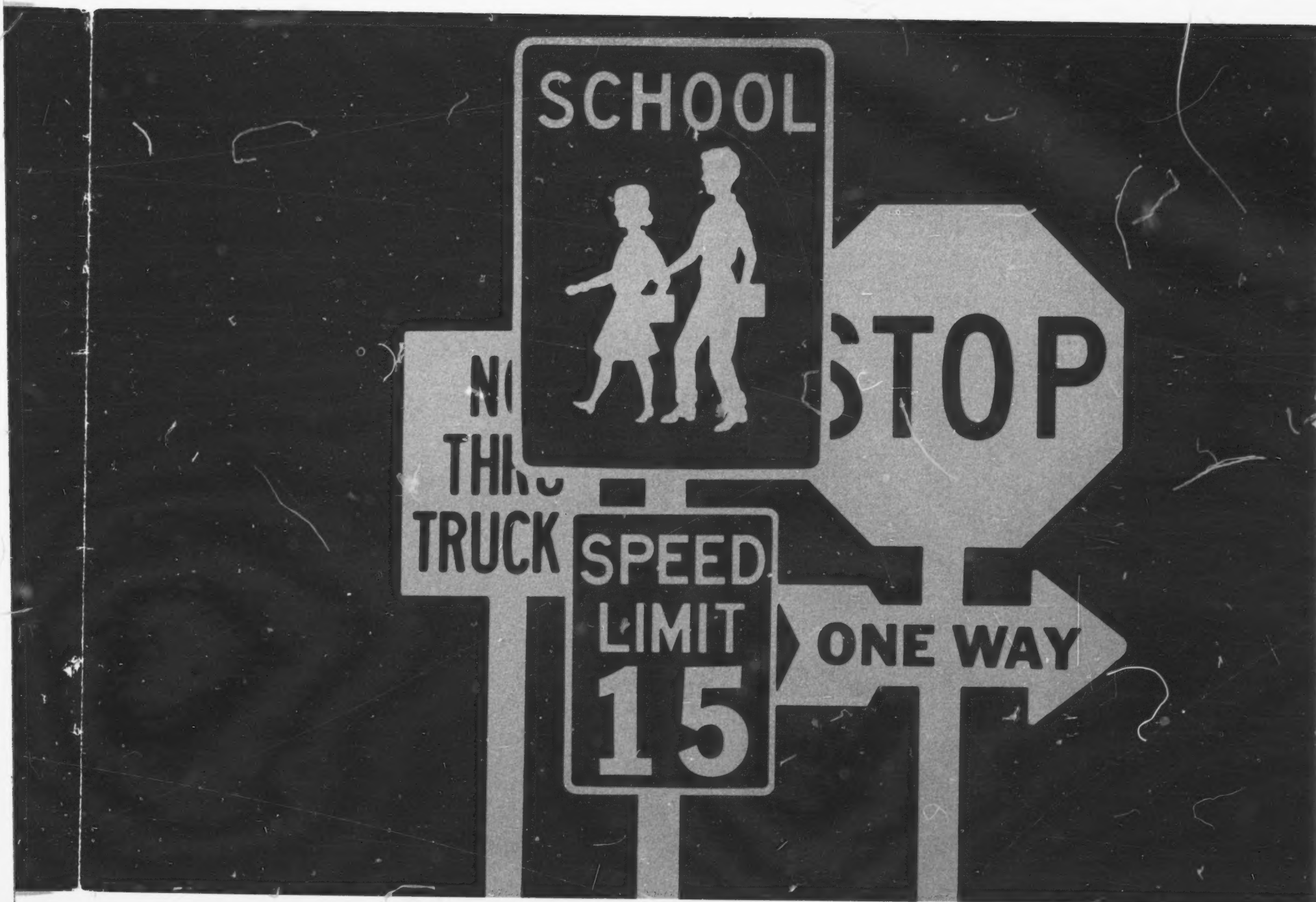
Comments Concerning the Program

Chancellor William P. Tolley of Syracuse University: "The new program promises to be a major contribution to some of the most vexing problems of an urban school system.

City life intensifies all the problems of human relations and produces new ones as well. We cannot, nor would we wish to, turn back the tide brought by the technological revolution. We can and must, through education, identify and solve the problems if we are to assure each person equal opportunity."

Dr. Franklyn S. Barry, Superintendent of Syracuse Public School System: "Urban areas are facing growing problems in terms of meeting the needs of diverse groups. Cities continue to be the centers of large numbers of persons whose backgrounds of education and training are limited.

To meet these new demands, it is felt that teachers who will work with these groups will need a definite and special kind of training if the job is to be done well. The teacher training project will be, in our judgment, a significant step forward."


SCHOOL
STOP
TRUCK
SPEED
LIMIT
15
ONE WAY

Urban Teacher Preparation Program